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ABSTRACT

Developed in West Virginia as part of a statewide effort to improve reading achievement through a competency based staff development program, this inservice instructional packet on work and study skills is one of five devised to present classroom teachers with the essential competencies and learner outcomes involved in developmental reading. The materials in this packet are designed to offer teachers a knowledge of work and study skills along with opportunities to analyze and synthesize test data at the classroom level, to formulate instructional strategies for work and study skills, and to evaluate an instructional plan for work and study skills. The packet also contains guidelines for conducting the inservice program; the gestalt, rationale, objectives, and schedule for the program; a self-evaluation record; a transparency on work and study skills; and an evaluation record for the inservice program. (MAI)

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Interfacing Essential Competencies and Learner Outcomes With Developmental Reading: Program For Improving Reading Achievement

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Work and Study Skills: Inservice Mini-Package For Teachers

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Division of Instructional Learning Systems
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West Virginia Department of Education
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GUIDELINES FOR CONDUCTING COMPETENCY-BASED INSERVICE

Materials Needed

- Attitude Feedback Forms (AFF)
- Overhead Projector
- Transparencies
- Transparencies (Acetate Sheets)
- Documents:
    - Mini-Packages:

      (Select the one to be used for the inservice program.)

        - Word Recognition: Inservice Mini-Package for Teachers
        - Comprehension: Inservice Mini-Package for Teachers
        - Work and Study Skills: Inservice Mini-Package for Teachers
        - Readiness - Inservice Mini-Package for Teachers
        - Recreational and Personal Development Reading: Inservice Mini-Package for Teachers
    - Indicators of Effective Inservice: Instructional Packages
    - Essential Competencies and Learner Outcomes: K-8, Reading
- No. 2 Pencils
- IBM Answer Sheets
- Postassessment (Posttest)

Steps to Follow in Conducting Workshop

1. Registration and Orientation
    - Registration

      The following information should be secured on a registration form:

Participant's Name _____

Title _____

County/School _____

Date _____

- Orientation
  - Rationale - Read verbatim package rationale and include local rationale and needs assessment data. Explain the importance of the competency-based staff development workshop
  - Objectives - Read verbatim terminal objectives so that participants will know the specific intents of the competency-based staff development workshop
  - Proposed Inservice Schedule -
    - Explain the Proposed Inservice Schedule and timeline (timeline altered to meet local needs)
    - Explain the Table of Contents
      - Gestalt of Package
      - introduction
      - Rationale
      - Terminal Objectives and Enabling Objectives
      - Preassessment (Pretest)
      - Attitude Feedback Form
      - Self-Evaluation Record
      - Evaluation - Objective Mastery Chart
      - Appendixes
      - Indicators of Effective Inservice: Instructional Packages

Guidelines for Conducting Competency-
Based Inservice (continued)

II. Preassessment (Pretest)

- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets
- Use "Directions for Completing the Machine-Scorable Answer Sheets"
- Return completed Machine-Scorable Answer Sheet to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

III. Self-Evaluation Record and Evaluation - Objective Mastery Chart

- Explain the use of the Self-Evaluation Record by the workshop participant
- Explain the use of the Evaluation - Objective Mastery Chart by the workshop leader and the small group leaders

IV. Attitude Feedback Form

- Explain the use of the Attitude Feedback Form
- Collect and compile data from Attitude Feedback Forms
- Present synopsis of data if you desire to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

V. Instruction

- Follow package as designed
- Use large group, small group, and independent study techniques as called for in the package

VI. Postassessment (Posttest)

- Request copies of postassessments (posttests) from Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305
- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets

- Use "Directions for Completing the Machine-Scorable Answer Sheets"

- Return completed Machine-Scorable Answer Sheets to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VII. Additional Material Needs or Clarification

- Contact Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VIII. Consultant Services or Technical Assistance

- Contact:

  - State Education Agency

    - Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

    - Raymond Brinzer, Curriculum Development Specialist, Language Arts, K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

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West Virginia Department of Education
Bureau of Learning Systems
Division of Instructional Learning Systems

A Program for Improving Reading Achievement

DIRECTIONS FOR COMPLETING THE MACHINE-SCORABLE ANSWER SHEETS: MINI-PACKAGES

PART I: (Sheet Vertical) (use a No. 2 pencil)

In the upper left block for fill-in information:

1. Under "School or Organization" write in the name of your school.
2. Under "Name of Test" write in the name of the mini-package (e.g., Comprehension) followed by a dash and one of the following words as instructed by the session leader--"Pretest" or "Posttest" or "Indicators."
3. Under "Date of Test" write in the present month, day, and year.
4. Leave "Grade and Section" blank.

PART II: (Sheet Horizontal)

1. Write in the name of your county in the boxes under "Last Name"; next, darken the correct "oval" under each letter of the county name.
2. In the box and column for your first initial, write in the code letter for the mini-package as per the codification key below. Next, darken the correct "oval" under the code letter you wrote in.

Mini-Package	Code Letter
Comprehension	C
Recreational Reading and Personal Development	P
Readiness	R
Work and Study Skills	S
Word Recognition	W

3. In the box at the top of the "Second Initial" column, write in "M" if you are a male or write in "F" if you are a female. Next, darken the "oval" under either "M" or "F."

PART III: (Sheet Horizontal)

In the "Student Number" section:

1. In the first number column, write in the correct number according to the following code:

   0 = Pretest (A)
   1 = Posttest (B)
   2 = Indicators of Effective Inservice: Instructional Packages (IEIIP) (Evaluation of the actual mini-package utilized by the participant in the inservice)
   3
   4 (May be assigned later)
   9

2. In the next two columns (the second and third) write in your correct age in years.

3. In the next two columns (the fourth and fifth) write in your two digit session code which your session leader will give to you. It is _____.

4. In the last four boxes (the sixth through ninth) write in your last four social security numbers or any other random set of four numbers, such as your house street number or the last four digits of your telephone number. Pick a set of four numbers that you will remember easily for other data collection devices.

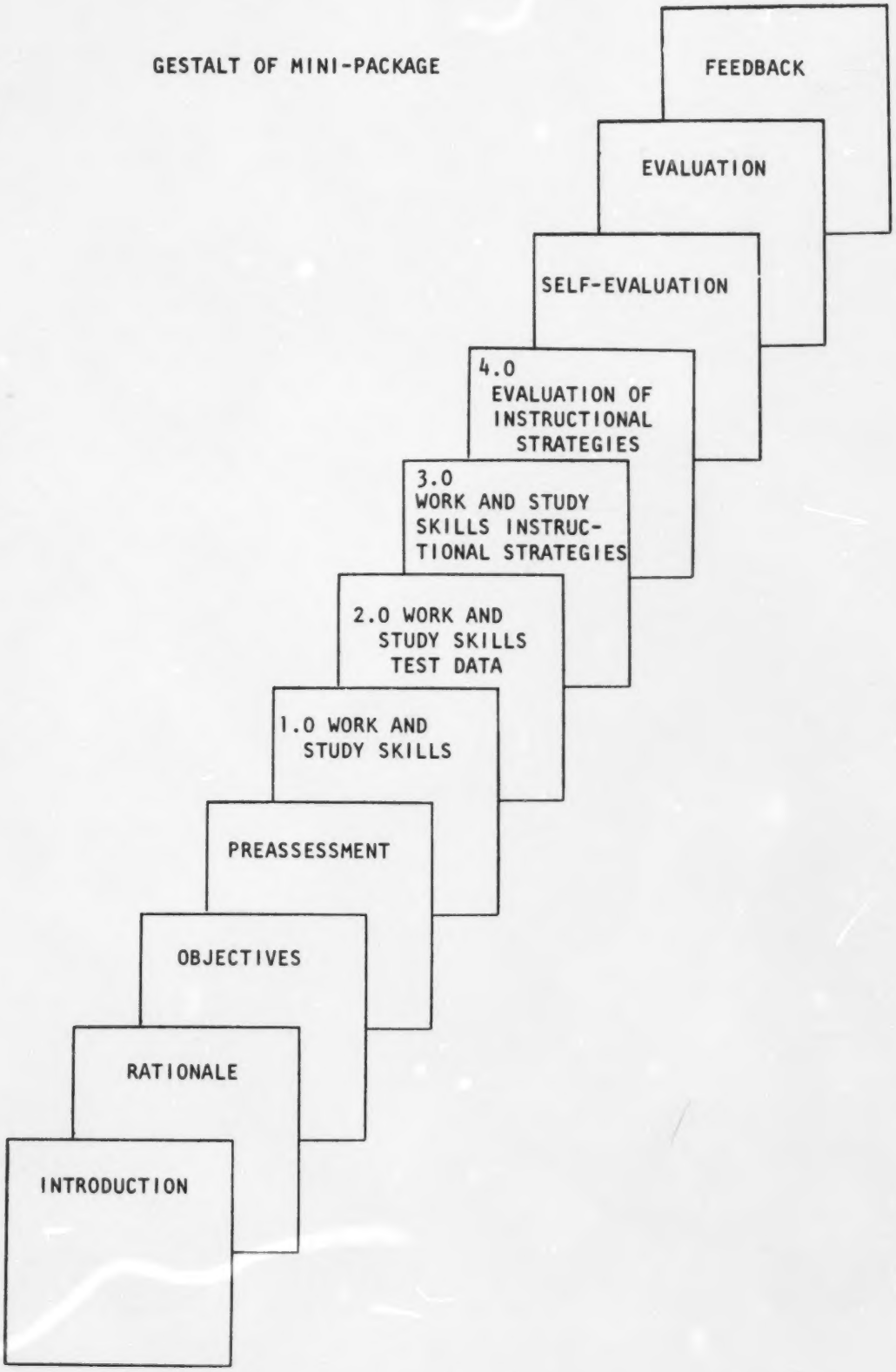
5. Last, darken in the correct "ovals" under each number in this section. Every column should have a number in it; there are no blanks.

PART IV: (Sheet Vertical)

1. Read the "Marking Instructions" section (in the square).

2. Fill in the numbered items with your responses.

GESTALT OF MINI-PACKAGE



WORK AND STUDY SKILLS: INSERVICE MINI-PACKAGE FOR TEACHERS

Introduction

The West Virginia Board of Education and the West Virginia Department of Education believe the primary purpose of education is the improvement of students' knowledge, attitudes and skills. In February 1975, after a systematic and extensive statewide survey of citizens of West Virginia, the West Virginia Board of Education and the West Virginia Department of Education established seventeen learner goals in four priority levels and formally adopted these goals as the Educational Goals for West Virginia.

Priority Level I of the Educational Goals for West Virginia has one goal:

> "Each individual shall acquire mastery of the skills needed for reading, writing, speaking, perceiving and using numbers."

This priority Level I goal gave impetus to the development of a comprehensive program for improving reading achievement. This major thrust was initiated through the Bureau of Learning Systems and the Division of Instructional Learning Systems.

On June 27, 1975, the State Superintendent of Schools commissioned the Reading Achievement Task Force to produce recommendations for the establishment of a state plan for improving reading achievement. After extensive data collection and data analysis, the Task Force presented the Report of the Reading Achievement Task Force to the State Superintendent of Schools.

On November 14, 1975, the State Board of Education adopted a resolution establishing the teaching of reading and the other communication skills as the highest curricular and instructional priority in the schools. As of December 12, 1975, the State Board adopted A Program for Improving Reading Achievement (PIRA) as the objective process-based model for improving reading achievement. This comprehensive plan (PIRA) is the result of the substantive commitment of the West Virginia Board of Education, West Virginia Department of Education, county boards of education, county education agencies, regional education service agencies, institutions of higher education and classroom teachers.

PIRA outlines five major objectives:

- Establish in West Virginia elementary schools the priority of teaching reading and the other basic communication skills.
- Develop procedures which will insure implementation of teaching practices that will concentrate on reading and the other basic communication skills.
- Provide educational programs which may be utilized by the parent-community for the purpose of becoming knowledgeable regarding the development of reading skills in children.

- Revise standards for training and certifying K-8 personnel.

- Facilitate, coordinate and disseminate assessment, evaluation, and research related to reading achievement in West Virginia.

By resolution, the West Virginia Board of Education and most counties in the State have demonstrated commitment to the five major objectives of PIRA by naming reading as the highest curricular and instructional priority. The West Virginia Department of Education is presently implementing PIRA with Right-to-Read funds and existing resources within the Division of Instructional Learning Systems, Bureau of Learning Systems.

This inservice instructional package, Work and Study Skills: Inservice Mini-Package for Teachers, is one of a series of competency-based staff development packages which is designed to raise the competency level of the county reading administrators, principals, and teachers and to help learners meet the challenges of learning to read.

It is believed that these materials will contribute to the improvement of reading achievement in West Virginia.

Joseph C. Basile, II
Director
Division of Instructional
Learning Systems

RATIONALE

This competency-based inservice mini-package in work and study skills is the fourth in a series of five mini-packages which are based upon the Instructional Learning Systems Model developed by the Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education. This work and study skills mini-package is designed to present teachers with the essential competencies and learner outcomes involved in the developmental reading program. Specifically:

1. To provide knowledge of work and study skills.
2. To assess work and study skills development.
3. To develop instructional strategies for work and study skills.
4. To evaluate an instructional plan for work and study skills development.

The prerequisites for this mini-package include:

1. A knowledge of the reading process and the relationship of work and study skills to it.
2. A belief that the development of work and study skills varies among learners necessitating the personalization of instruction.
3. A belief that work and study skills are essential to the acquisition of content.

It is believed that the consequence of this mini-package will be evidenced in the improved teaching of work and study skills and in increased proficiency of learners in applying work and study skills to reading materials.

WORK AND STUDY SKILLS: INSERVICE MINI-PACKAGE FOR TEACHERS

Terminal Objectives

At the conclusion of this inservice component, the participant will:

1.0 Demonstrate a knowledge of work and study skills.

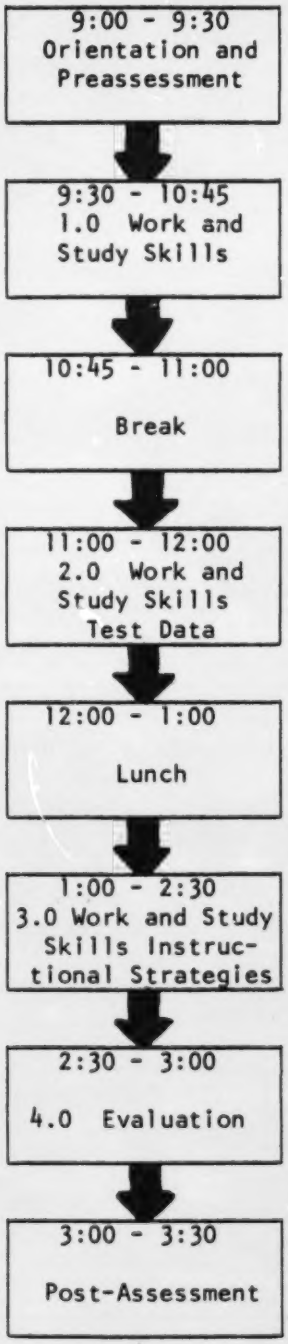
2.0 Analyze and synthesize test data at the classroom level in work and study skills.

3.0 Formulate instructional strategies for work and study skills.

4.0 Evaluate an instructional plan for work and study skills.

Enabling objectives which further define these terminal objectives are listed prior to each section of this inservice mini-package.

PROPOSED INSERVICE SCHEDULE



WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

Preassessment

The following questions are examples of teaching or testing items for work and study skills. Read the items and select from the responses the skill it represents. Place your response in the blank space at the left.

1.1 _____ Write the words represented by the following spelling:

dē·krī' _____

sī'fər _____

tȕk _____

a. phonetic spellings
b. guide words
c. SQ3R technique
d. tactile kinesthetic integration

1.1 _____ Where would you go to obtain the following information?

___1. The population of London
___2. Synonyms and antonyms
___3. The distance from Charleston to Kopperston

a. relevant vs. irrelevant facts
b. problem solving
c. reference materials
d. anticipates outcomes

1.1 _____ Outlining and notetaking represent the learner's ability to:

a. interpret information
b. organize information
c. locate information
d. adjust reading rate

1.1 _____ If the learner makes generalizations from information contained on a map, he is exhibiting the ability to:

a. interpret information
b. organize information
c. locate information
d. demonstrate flexibility

Preassessment (continued)

2.1 _____ Which of the following EC/LO is not assessed by the state-county test?

a. table of contents
b. guide words
c. index
d. maps and globes

2.1 _____ On the state-county test data for work and study skills, the local percentage of correct responses for dictionary skills (57) was higher than the national percentage (46). An implication of these data might mean:

a. dictionary skills do not have to be taught to learners
b. the test was too easy
c. their data should be further examined on the basis of individual learner
d. all learners have mastered dictionary skills

2.2 _____ If you were developing a task analysis on the learner's ability to alphabetize, which of the following would be first:

a. alphabetizing by the first letter
b. knowledge of the sequential order of the alphabet
c. alphabetizing by the second letter
d. alphabetizing by the third letter

2.2 _____ If you were developing informal assessment items for book parts, which of the following would you include in the assessment?

a. footnotes and bibliography
b. page notations
c. reader's guide
d. both (a) and (b)

2.2 _____ Which concept would <u>not</u> be included in a task analysis of work and study skills - index:

a. locating authors
b. locating page references
c. locating subjects
d. locating charts and graphs

3.1 _____ In designing an instructional plan for work and study skills, which <u>one</u> of the following characteristics should be considered:

a. objective(s)
b. instructional procedure
c. evaluation
d. all of the above

Preassessment (continued)

3.1 _____ Evaluation of an instructional plan for work and study skills should include:

a. self-checking element
b. cross-referencing system
c. teacher assessment of learners
d. both (a) and (b)

4.1 _____ In evaluating an instructional plan for work and study skills, which of the following would <u>not</u> be stressed?

a. materials and resources
b. record keeping
c. teacher evaluation
d. none of the above

1.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

1.0 Demonstrate a knowledge of work and study skills.

1.1 After studying the categories and definitions of work and study skills, the participant will complete each section of a chart in which he identifies the category, source, and skill from the Essential Competencies/Learner Outcomes: K-8 with 75% mastery.

1.1 DEFINITIONS OF WORK AND STUDY SKILLS

Directions: Below are definitions of Work and Study Skills. Prior to your reading these definitions, the inservice leader will present an explanation of the major categories of Work and Study Skills via transparencies (See Appendix A). Listen to the inservice leader's explanation, read the definitions and complete the exercise which follows.

A. Dictionary Skills - ability of the learner to locate information by using the dictionary. This includes the skill of being able to locate words quickly via guide words, using the pronunciation key, interpreting phonetic spelling and diacritical markings, determining parts of speech, and supplying abbreviations and word endings.

*B. Specific Information - ability of the learner to locate information by using book parts (table of contents, page notations, indexes, glossaries, etc.) and by using reference materials (charts, maps, graphs, diagrams, encyclopedias, bibliographies, etc.).

1. Library skills - ability of the learner to locate information in the library including various guides and sources (Reader's Guide, government publications, etc.), organization of library materials (card catalogues, cross-reference systems, classification systems, etc.), and locating materials to check them out.
2. Organizing information - ability of the learner to organize information located into some systematic framework. Skills include outlining, notetaking and summarizing.
3. Interpreting information - ability of the learner to use and interpret information collected and organized. Skills include interpreting maps, graphs, tables, etc.
4. SQ3R study technique - survey, question, read, recite, review. This is a technique utilized by the learner for reading material and studying it.
5. Reading rate - ability of the learner to read at various speeds depending on the content of the material and the purpose for reading. Skills include skimming, scanning, and flexibility.

*Consult the EC/LO: K-8 for additional information.

1.1 WORK AND STUDY SKILLS ACTIVITY SHEET

Directions: Below are examples of activities for work and study skills. Read the activity and use the EC/LO: K-8 guide and definitions to identify the work and study skills represented. You will note that study skill competencies represent three types of learner abilities: locating information, organizing information, and interpreting information. In the third column of the chart, indicate which of these three abilities the learner activity involves. The first one has been completed as an example.

LEARNER ACTIVITY	CATEGORY AND SKILL	LOCATING, ORGANIZING, OR INTERPRETING INFORMATION
Example: Learner finds out how to pronounce an unknown word.	Dictionary skills: Diacritical markings, Phonetic spellings	Locating
1. Learner consults a variety of materials for information on a given topic.		
2. Learner identifies the broad topics dealt with in his social studies book.		
3. Learner writes down the important points of a science lesson presented on educational television.		
4. Learner finds an extensive list of synonyms for a given word.		
5. Learner makes generalizations from information presented in a bar graph.		
6. Learner reads an assignment and writes down the main topics and subtopics of the material.		
7. Learner consults current journals for researching a topic.		

To determine the accuracy of your responses, check your answers with the feedback sheet on the following page.

1.1 WORK AND STUDY SKILLS FEEDBACK SHEET

EXAMPLE	CATEGORY AND SKILL	LOCATING, ORGANIZING, OR INTERPRETING INFORMATION
1.	SPECIFIC INFORMATION: Library Skills (cross-referencing)	LOCATING
2.	SPECIFIC INFORMATION: Table of contents	LOCATING
3.	SPECIFIC INFORMATION: Notetaking	ORGANIZING
4.	SPECIFIC INFORMATION: Reference Material (Thesaurus)	LOCATING
5.	SPECIFIC INFORMATION: Reference Material (Graphs)	INTERPRETING
6.	SPECIFIC INFORMATION: Outlining	ORGANIZING
7.	SPECIFIC INFORMATION: Reference Material (Periodicals)	LOCATING

You should have answered six out of seven correctly for mastery of this section. If you did not, review the work and study skills in which you made errors.

Turn to the Self-Evaluation Record and check (✓) your performance on objective 1.1.

TERMINAL OBJECTIVE: 1.0

Program for Improving Reading Achievement

Work and Study Skills: Inservice
Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

_____

_____

2. List suggestions for improvement or revision of the content of this section of the inservice package.

_____

_____

_____

3. What do you think about the organization and format of the materials of this section of the inservice package?

_____

_____

_____

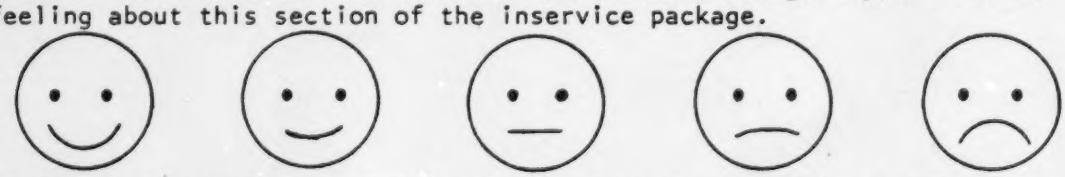
4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

_____

_____

_____

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

_____

_____

_____

2.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

2.0 Analyze and synthesize test data at the classroom level in work and study skills.

2.1 Given state-county test data for work and study skills and the EC/LO: K-8, the participant will list each skill strength and weakness and each EC/LO not assessed by the state-county test.

2.2 Given questions related to work and study skills, the participant will develop a task analysis and a sample informal assessment item for each question.

2.1 GROUP RIGHT RESPONSE RECORD

The Group Right Response Record provides complete item information by student and by classroom. It indicates the items that each student answered correctly, incorrectly, or omitted in terms of certain delineated skills.

In interpreting the state-county test data regarding work and study skills, the following cautions are given:

1. The test data represents only a portion of the work and study skills and does not assess all the EC/LO's.

2. The number of items in each work and study category is small.

3. Simply because the local percent right is at or higher than the national percent right does not mean that the skill does not need to be taught to learners.

With these cautions in mind, analyze the following test data by completing the Work and Study Skills Group Right Response Analysis Sheet.

2.1 GROUP RIGHT RESPONSE TEST DATA

Directions: Read the data presented in this record sheet, then turn the page and complete the Work and Study Group Right Response Analysis Sheet.

| | Students | | |

2.1 WORK AND STUDY SKILLS GROUP
RIGHT RESPONSE ANALYSIS SHEET

Directions: Using the state-county test data, Group Right Response Record, and the EC/LO: K-8 respond to each question.

1. List the learner strengths and weaknesses of Parts of a Book as indicated in the state-county test data.

Strengths	Weaknesses

2. List the learner strengths and weaknesses of Dictionary Skills as indicated in the state-county test data.

Strengths	Weaknesses

3. List the learner strengths and weaknesses of Library Use as indicated in the state-county test data.

Strengths	Weaknesses

4. List the EC/LO concepts which are not assessed by state-county test data.

Check the accuracy of your responses with the feedback sheet on the following page.

2.1 WORK AND STUDY SKILLS GROUP
RIGHT RESPONSE ANALYSIS SHEET

Feedback Sheet

1. **Strengths**
   Although individual strengths were indicated, results of total class performance primarily represented weaknesses.

   Weaknesses
   Table of Contents
   Index
   Title Page - Authors
   Index Use

2. **Strengths**
   Although individual strengths were indicated, results of total class performance primarily repreweaknesses.

   Weaknesses
   Alphabetical Order
   Guide Words
   Syllables

3. **Strengths**
   Although individual strengths were indicated, results of total class performance primarily represented weaknesses.

   Weaknesses
   Card Catalog - Title
   Card Catalog - Author
   Card Catalog - Publisher
   Card Catalog - Subject

4. **Dictionary Skills**
   Word Location and Meaning
   Pronunciation Key
   Diacritical Markings
   Phonetic Spellings
   Abbreviations

   Book Parts
   Page Notation
   Glossary
   Appendixes
   Bibliography
   Footnotes

   Library Skills
   Checking Out Materials
   Reader's Guide
   Cross References
   Library Classification

   Reference Material
   Charts
   Maps, Globes, Atlases
   Diagrams
   Graphs
   Thesaurus
   Encyclopedias
   Almanacs
   Periodicals and Newspapers

   Outlining

   Notetaking

   Rate

   SQ3R

2.2 INFORMALLY ASSESSING WORK AND STUDY SKILLS

In the previous section, you determined that several of the EC/LO's were not assessed by the state-county test. Unless other test data is available, it will be necessary to informally determine learner competency in these areas.

Further, it is necessary to analyze the tasks involved in each work and study skill area. For example, what tasks are involved in using a dictionary, a thesaurus, a map, etc. The analysis of the task will assist you in developing pertinent informal assessment test items.

To analyze the tasks involved in: 1. dictionary skills, 2. book parts, 3. reference materials, 4. library skills, and 5. organizational skill, the inservice leader will indicate one or more work and study skill categories for you to complete either individually or in a small group.

SAMPLE:

Question	Analysis of Task	Sample Items
Can the learner alphabetize?	Knowledge of sequential order of the alphabet	Write the letters of the alphabet in order
	Alphabetizing words by the first letter	Put these words in alphabetical order:
	...by the second letter	a) John Sally Linda Mary Zelda Betty
	...by the third or more	b) money merry mug man mile
		c) sad sake sag Sam sail sack Sally sap safe

Locate the work and study skill area(s) assigned on the following pages. Analyze the tasks by answering the questions and writing sample items for informal assessment.

2.2 DICTIONARY SKILLS

GROUP I

Directions: Read the questions, analyze the tasks involved in the skill, and develop sample item(s) for informal testing. Please respond to each item. After completing the activity, exchange your task analysis and sample test items with another individual or group to critique using the third column on the chart.

QUESTIONS	ANALYSIS OF THE TASK	SAMPLE ITEM FOR INFORMAL TESTING	PEER CRITIQUE
Can the learner alphabetize?			
Can the learner use guide words?			
Can the learner locate correct meaning of a word?			
Can the learner use the pronunciation key?			
Can the learner use diacritical markings?			
Can the learner use phonetic spellings?			
Can the learner interpret abbreviations, including entry words and parts of speech?			

2.2 BOOK PARTS

GROUP II

Directions: Read the questions, analyze the tasks involved in the skill and develop sample item(s) for informal testing. Please respond to each item. After completing the activity, exchange your task analysis and sample test items with another individual or group to critique using the third column on the chart.

QUESTIONS	ANALYSIS OF THE TASK	SAMPLE ITEM FOR INFORMAL TESTING	PEER CRITIQUE
Can the learner use page notation?			
Can the learner use the table of contents?			
Can the learner use the index?			
Can the learner use the glossary?			
Can the learner use footnotes and bibliography?			
Can the learner use appendixes?			

2.2 REFERENCE MATERIALS

GROUP III

Directions: Read the questions, analyze the tasks involved in the skill and develop sample item(s) for informal testing. Please respond to each item. After completing the activity, exchange your task analysis and sample test items with another individual or group to critique using the third column on the chart.

QUESTIONS	ANALYSIS OF THE TASK	SAMPLE ITEM FOR INFORMAL TESTING	PEER CRITIQUE
Can the learner locate, organize, and interpret information from maps, globes, and atlases?			
Can the learner locate, organize, and interpret information from charts, graphs, and diagrams?			
Can the learner locate, organize, and interpret information from encyclopedias and almanacs?			
Can the learner locate, organize, and interpret information from periodicals and newspapers?			

2.2 LIBRARY SKILLS

GROUP IV

Directions: Read the questions, analyze the tasks involved in the skill and develop sample item(s) for informal testing. Please respond to each item. After completing the activity, exchange your task analysis and sample test items with another individual or group to critique using the third column on the chart.

QUESTIONS	ANALYSIS OF THE TASK	SAMPLE ITEM FOR INFORMAL TESTING	PEER CRITIQUE
Can the learner check out library materials?			
Can the learner use the card catalog?			
Does the learner know the library classification?			
Can the learner use the reader's guide?			
Can the learner utilize cross references?			

2.2 ORGANIZING SKILLS

GROUP V

Directions: Read the questions, analyze the tasks involved in the skill and develop sample item(s) for informal testing. Please respond to each item. After completing the activity, exchange your task analysis and sample test items with another individual or group to critique using the third column on the chart.

QUESTIONS	ANALYSIS OF THE TASK	SAMPLE ITEMS FOR INFORMAL TESTING	PEER CRITIQUE
Can the learner outline reading material?			
Can the learner take notes for a given purpose?			
Can the learner utilize the SQ3R study technique?			

Turn to the Self-Evaluation Record and check (√) your performance on on objectives 2.1 and 2.2.

TERMINAL OBJECTIVE: 2.0

Program for Improving Reading Achievement

Work and Study Skills: Inservice
Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

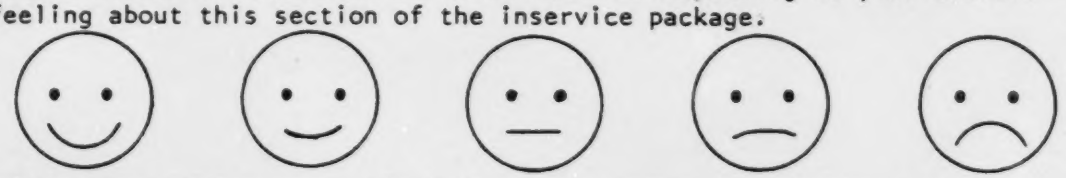
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

3.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

3.0 Formulate instructional strategies for work and study skills.

3.1 Given information on work and study skills, the participant will design one instructional plan which includes objectives, materials/resources, instructional procedures, and evaluation.

3.1 INSTRUCTIONAL STRATEGIES FOR WORK AND STUDY SKILLS

The development of informal assessment leads logically to the development of instructional activities to meet learner's assessed needs. The need to ferret out and critically evaluate information in today's society is essential. Yet many learners cannot locate information in reference materials, use library skills, or organize and interpret information. This gives supporting evidence to conclude that:

1. Work and study skills should be given as much emphasis as other reading skills.
2. Teachers should directly teach work and study skills as part of content instruction.

Work and study skills can logically be taught not only as isolated map or chart work, etc., but can be incorporated into any content reading instruction. To simulate the development of work and study skills into reading instruction, you are to assume that a teacher has developed a science unit of instruction. The summary of the content of the lesson for this day is contained in the paragraph which follows.

ROCKS

> Igneous rocks are formed when hot molten rock cools. The word igneous comes from a Latin word meaning fire. These rocks may be formed beneath the surface of the earth or they may form when molten lava pours from a volcano. Rocks such as obsidian, scoria, rhyolite, pumice, and basalt are examples of rocks that cool and harden on the surface of the earth. Granite and gabbro are rocks that form beneath the earth's surface.
>
> Sedimentary rock is formed from sediments. Sediments may be small pieces of other rocks, plants or animals, or other material that has settled to the bottom of some body of water. Rock that is formed from a sediment of sand is called sandstone. Shale is formed from a clay sediment. Limestone and conglomerate are other examples of sedimentary rock.
>
> Rocks that have been changed by heat and pressure are called metamorphic rocks. The term "metamorphic" comes from the Latin word "metamorphosis" which means "changed form." Sandstone is a rock that, when changed by heat and pressure, turns into quartzite. Limestone becomes marble and shale turns into slate when they are changed by heat and pressure or metamorphosed. Schist and gneiss are other examples of metamorphic rocks.

Curtis, Barbara, and others, Classroom Reading Diagnosis System 3: Study Skills (Greensboro, N. C.: The Education Center, 1974).

Instructional Strategies (continued)

Based on the above summary, you are to design an activity for one of the following categories of work and study skills: (1) dictionary skills, (2) book parts, (3) reference materials, (4) library skills, and (5) organizing skills. The inservice leader will divide you into groups according to these categories. Select a recorder who will report to the total group.

Using the worksheet on page 29, identify the specific work and study category and skill to be taught. Write an objective for instruction, list the needed materials/resources, outline the instructional procedures, and indicate the learner/teacher evaluation of the activity.

To assist you in this task, the following example is provided as a model.

WORK AND STUDY CATEGORY AND SKILL:

Organizing Skill: Notetaking - Outlining

OBJECTIVE:

After obtaining information on rocks, the learner will develop one outline and record it on tape. Afterwards, another student will listen to the tape and develop one outline for comparison.

MATERIALS/RESOURCES:

1. Library reference material on rocks.
2. Tape recorder/tape/headset.
3. Pencil and paper.

INSTRUCTIONAL PROCEDURES:

1. Learner #1 seeks information on rocks from the library.
2. Learner #1 reads the material and outlines the information.
3. Learner #1 uses the outline to summarize the material on tape.
4. Learner #2 listens to the taped summary and makes notes.
5. Learner #2 outlines the material from his notes.
6. Learners #1 and #2 compare outlines.

EVALUATION:

The two learners check discrepancies by consulting the original material obtained from the library. Learners place their work in individual folders for progress checking by the teacher.

3.1 DEVELOPMENT OF WORK AND STUDY INSTRUCTIONAL PLAN

Worksheet

WORK AND STUDY CATEGORY AND SKILL:

OBJECTIVES:

MATERIALS/RESOURCES:

INSTRUCTIONAL PROCEDURE:

EVALUATION:

Turn to the Self-Evaluation Record and check (✓) your performance on objective 3.1.

TERMINAL OBJECTIVE: 3.0

Program for Improving Reading Achievement

Work and Study Skills: Inservice Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

_____

_____

2. List suggestions for improvement or revision of the content of this section of the inservice package.

_____

_____

_____

3. What do you think about the organization and format of the materials of this section of the inservice package?

_____

_____

_____

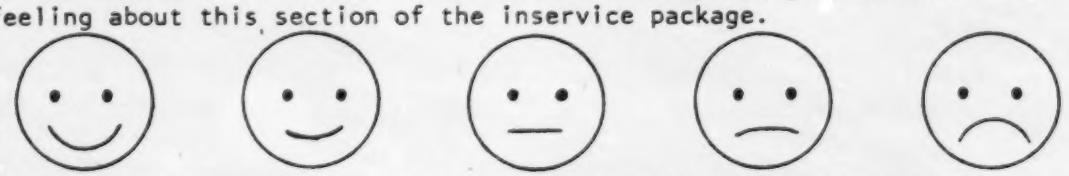
4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

_____

_____

_____

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

_____

_____

_____

4.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

4.0 Evaluate an instructional plan for work and study skills.

4.1 Given an evaluation sheet for an instructional plan for work and study skills, the participant will evaluate the instructional plan by responding to each item.

4.1 EVALUATION OF AN INSTRUCTIONAL PLAN FOR WORK AND STUDY SKILLS

Directions: Evaluate the work and study skill instructional plan constructed in 3.0 by responding YES or NO to the following items.

	YES	NO
1. Is a work and study category and skill indicated?		
2. Is the objective(s) written in terms of learner performance?		
3. Are the materials/resources specified?		
4. Are the materials/resources adequate for meeting the objective(s)?		
5. Is the instructional procedure relevant to the objective?		
6. Does the instructional procedure sequentially outline the task(s) to be completed by the learner(s)?		
7. Is there a student evaluation component?		
8. Is there a teacher evaluation component?		
9. Is there a record keeping component?		

Any NO responses indicate a weakness in the instructional plan. Such weaknesses should be corrected before using the plan with learners.

Turn to the Self-Evaluation Record and check (√) your performance on objective 4.1.

TERMINAL OBJECTIVE: 4.0

Program for Improving Reading Achievement

Work and Study Skills: Inservice Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

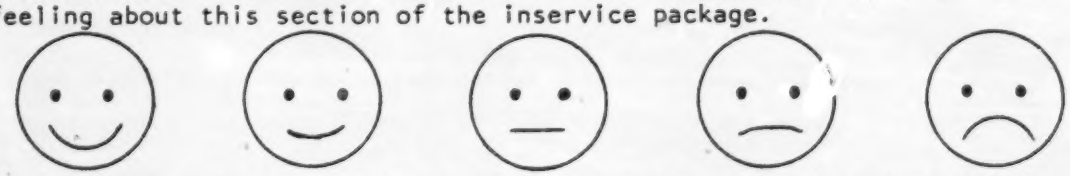
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

SELF-EVALUATION RECORD

Name: _____ Package Title: _____

Direction List under the headings below the tasks which you have completed in this workshop. This Self-Evaluation Record will act as a reference point to measure your progress during and at the end of the workshop. The numbers in the parenthesis refer to the workshop's terminal objectives and enabling objectives.

	Achieved	Date	Partially Achieved	Not Achieved
(1.0) Demonstrate a knowledge of work and study skills.				
(1.1) After studying the categories and definitions of work and study skills, the participant will complete each section of a chart in which he identifies the category, source, and skill from the Essential Competencies/ Learner Outcomes: K-8 with 75% mastery.				
(2.0) Analyze and synthesize test data at the classroom level in work and study skills.				
(2.1) Given state-county test data for work and study skills and the EC/LO: K-8, the participant will list each skill strength and weakness and each EC/LO not assessed by the state-county test.				
(2.2) Given questions related to work and study skills, the participant will develop a task analysis and a sample informal assessment item for each question.				

Self-Evaluation Record - 2

	Achieved	Date	Partially Achieved	Not Achieved
(3.0) Formulate instructional strategies for work and study skills. (3.1) Given information on work and study skills, the participant will design one instructional plan which includes objectives, materials/resources, instructional procedures, and evaluation.				
(4.0) Evaluate an instructional plan for work and study skills. (4.1) Given an evaluation sheet for an instructional plan for work and study skills, the participant will evaluate the instructional plan by responding to each item.				

WEST VIRGINIA DEPARTMENT OF EDUCATION

BUREAU OF LEARNING SYSTEMS

DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

M = Mastery

R = Recycle

R/M Q = Did & wish to go beyond

V = Did not participate

WORK AND STUDY SKILLS: INSERVICE
MINI-PACKAGE FOR TEACHERS

EVALUATION - OBJECTIVE MASTERY CHART

Workshop Participants	TO - 1.0	TO - 2.0		TO - 3.0	TO - 4.0
	1.1	2.1	2.2	3.1	4.1

BIBLIOGRAPHY

Curtis, Barbara, and others. Classroom Reading Diagnosis System 3: Study Skills. Greensboro, North Carolina: The Education Center, 1974.

Essential Competencies and Learner Outcomes: K-8. Charleston, West Virginia Department of Education, Bureau of Learning Systems, Division of Instructional Learning Systems, 1976.

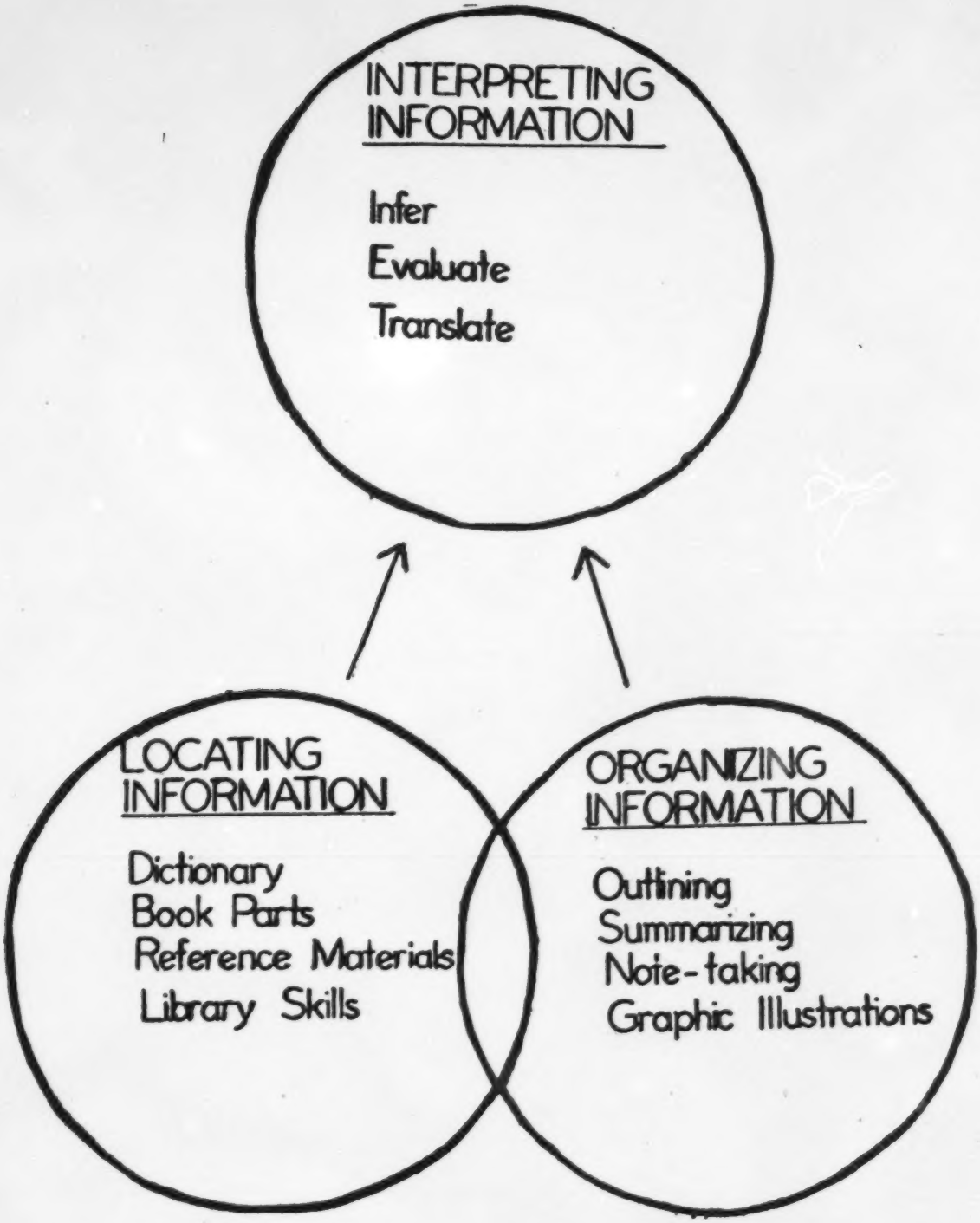
Indicators of Effective Inservice: Instructional Packages. Charleston: West Virginia Department of Education, Bureau of Learning Systems, Division of Instructional Learning Systems, 1977.

Instructional Learning Systems Model. Charleston: West Virginia Department of Education, Bureau of Learning Systems, Division of Instructional Learning Systems, 1976.

West Virginia State-County Testing Program: Interpretation and Use Handbook. Charleston: West Virginia Department of Education, 1977.

APPENDIX A

WORK AND STUDY SKILLS - TRANSPARENCY

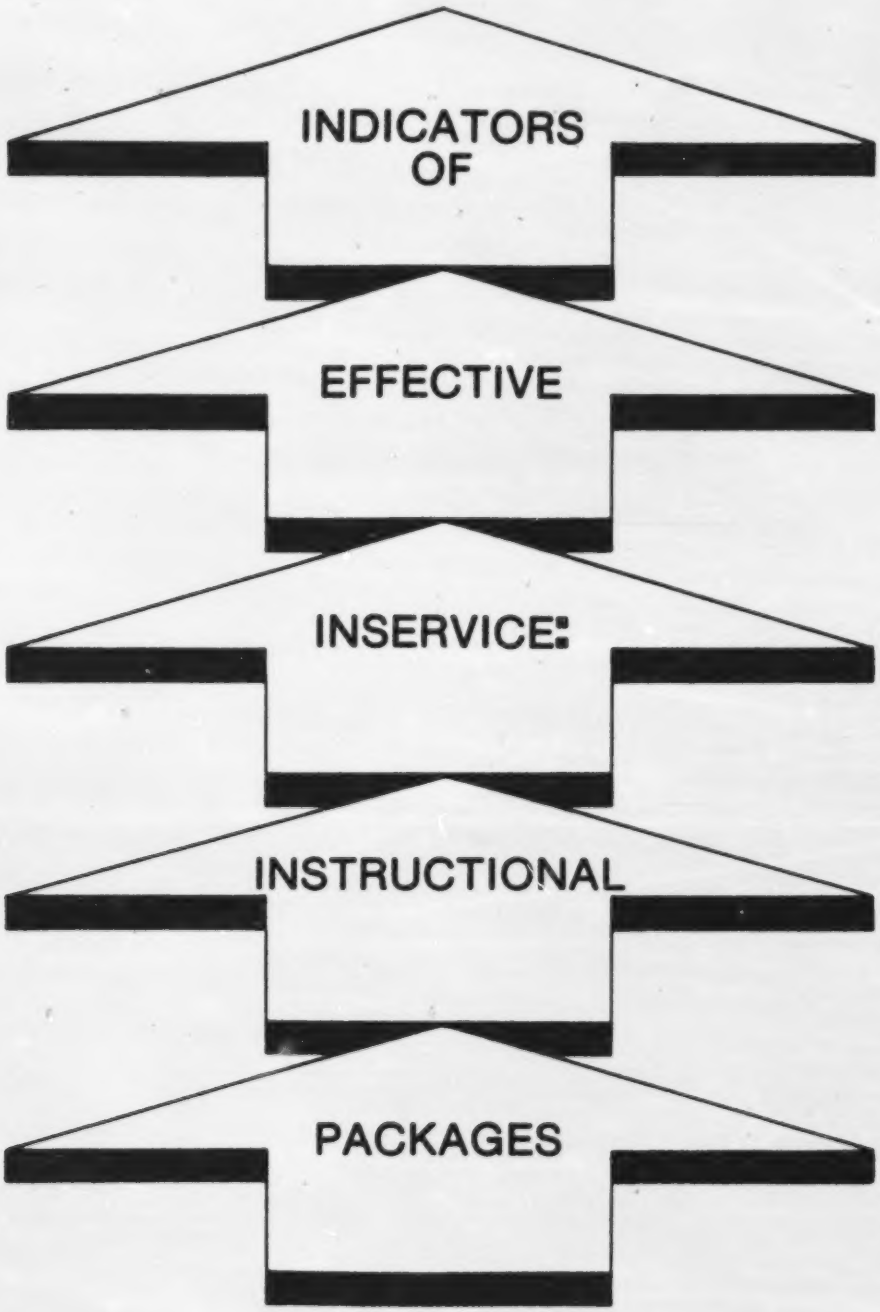


WORK-STUDY SKILLS

APPENDIX B

INDICATORS OF EFFECTIVE INSERVICE:
INSTRUCTIONAL PACKAGES

WEST VIRGINIA DEPARTMENT OF EDUCATION



Daniel B. Taylor
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INDICATORS OF EFFECTIVE INSERVICE:
INSTRUCTIONAL PACKAGES

Currently teachers are being asked to approach their professional responsibilities with a degree of quality never demanded before during the history of professional education. The demand for quality in teaching necessitates that the generalities and platitudes of the past be replaced by precise description. This means that mere talk of progress be replaced with specific change. Therefore, inservice programs must be designed to meet the identified needs of professional educators rather than inservice programs that are externally prescribed. Consequently, the instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, organized, and planned with instructional materials and media to meet the needs and interests of participants.

Therefore, the major consequence criteria of inservice programs focus on the follow-up use of new curriculum materials and updated instructional skills by professional educators in the classroom and the effect of these changes in their performance and pupil learning.

The purpose of Indicators of Effective Inservice: Instructional Packages is to provide a guide to the development of inservice instructional packages that will facilitate and enhance the probability of the outcomes of inservice programs on teacher effectiveness and pupil learning.

Acknowledgement is given to the following individuals for their efforts and contributions to the design and development of Indicators of Effective Inservice: Instructional Packages:

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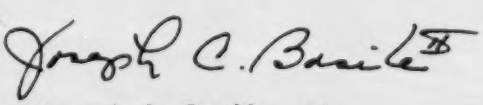

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INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

Directions: Please read the enclosed inservice instructional package. Then section by section indicate whether this package meets the effective indicators noted below by checking Yes, No, or Unclear in the space provided to the left of each indicator. Please respond to all the indicators.

Yes	No	Unclear	
			A. Organization, Layout, Format of the Inservice Package:
_____	_____	_____	1. The overall visual appearance of the instructional package is attractive.
_____	_____	_____	2. The typing format is clear and the type face is consistent throughout the package.
_____	_____	_____	3. The type face is legible.
_____	_____	_____	4. The instructional package is paginated from start to finish including appendices.
_____	_____	_____	5. The instructional package is bound to permit easy page flipping and will lie flat without pages flipping back and forth.
_____	_____	_____	6. The instructional package includes a cover sheet which reflects a visual theme consistent with the main intent of the package.
_____	_____	_____	7. The instructional package is visually pleasing to the participant, provides both verbal and visual presentations, and includes proper credits to contributors to the package.
_____	_____	_____	8. The instructional package includes an array of multi-media techniques and creative use of sequencing techniques and use of colors where appropriate.
_____	_____	_____	9. There is a logical and uncomplicated sequence to the materials so that the participant can work his/her way through without much difficulty.

Yes	No	Unclear	
_____	_____	_____	10. The instructional package includes an introductory visual which illustrates the sequence of the package.
_____	_____	_____	11. The instructional package has a table of contents including, where applicable, a list of tables and figures.
_____	_____	_____	12. The instructional package includes a bibliography.
_____	_____	_____	13. This instructional package is attractive and contains materials you (the evaluator) would be proud of developing.

B. Rationale of the Instructional Package:

_____	_____	_____	14. Has a clear statement of purpose that establishes set and relevance for the materials - the <u>why</u> of the materials.
_____	_____	_____	15. Is derived from a theory or theories, operational models, or viable practitioner experiences.
_____	_____	_____	16. Establishes the "gestalt" and shows the relationship between and among the components of the package or other packages.
_____	_____	_____	17. Identifies prerequisite competencies for completion of this package.
_____	_____	_____	18. Communicates the intent of the package by gearing the language level to the age and type of group.

C. Objectives of the Instructional Package:

_____	_____	_____	19. State precisely and clearly what the participant is expected to perform.
_____	_____	_____	20. State precisely and clearly the conditions under which the participant is expected to perform.
_____	_____	_____	21. State precisely and clearly how well the participant is expected to perform (criteria or standards).

Yes	No	Unclear	
_____	_____	_____	22. Are identifiable as cognitive, performance, affective, and/or consequence.*
_____	_____	_____	23. Consider whether the objectives for the participants provide for future consequences in the classroom.
_____	_____	_____	24. Are achievable and relevant to the participant.
_____	_____	_____	25. Are consistent, sequentially ordered, and lead to logical outcomes.

D. Preassessment of the Instructional Package:

_____	_____	_____	26. Is diagnostic and guides the participant into the instruction or into the self-evaluation element.
_____	_____	_____	27. Is the first decision point for the participant and serves as an advanced organizer for the materials that follow.
_____	_____	_____	28. Creates positive motivation and encourages active participation for the materials that follow.
_____	_____	_____	29. Contains item(s) related to each objective, is based on criterion levels, and is tied to content, attitudes, and performance.

*Cognitive objectives are objectives that address the knowledge and intellectual skills/abilities expected of participants.

Performance objectives are objectives that must be demonstrated by participants rather than merely possessing knowledge about them. Performance objectives are:

a. interactive: objectives performed with learners (e.g., questioning skills)
b. non-interactive: objectives performed not in the presence of learners (e.g., organization of materials for learning)

Consequence objectives are objectives that address the ability of participants to bring about changes in learners. These objectives focus on the results brought about by what a participant "knows" (cognitive) and "does" (performance) when performing a professional role.

Affective objectives are objectives that focus on the attitudes, interests, and values of the participant.

Yes	No	Unclear	
			E. Instruction of the Instructional Package:
____	____	____	30. Is personalized whenever possible so that the inservice instructional mode matches the learning style of the participant - thus, it is self-paced and adaptive to participant's needs.
____	____	____	31. Has criterion-referenced instruction.
____	____	____	32. Includes a variety of verbal and non-verbal techniques.
____	____	____	33. Is designed so that the inservice leader models the intent of the objectives to facilitate participant outcomes. ("Leader practices what is preached!")
____	____	____	34. Provides for psychological set, meaningful interactions, and closure.
____	____	____	35. Operationally defines the vocabulary essential for utilization of the materials.
____	____	____	36. Includes learning activities that are meaningful to the participants.
____	____	____	37. Is humanistic through the utilization of alternative activities or instructional modes for participants.
____	____	____	38. Considers a time frame for accomplishment.
____	____	____	39. Provides positive reinforcement and acceptance of participant ideas.
			F. Self-Evaluation of the Instructional Package:
____	____	____	40. Is participant-oriented and participant-completed.
____	____	____	41. Tells the participant if he/she needs further instruction and on which objectives.
____	____	____	42. Is an individual progress report which culminates in a decision of mastery or non-mastery.
____	____	____	43. Measures the instructional package objectives and tells the participant what needs to be accomplished before going on to evaluation.

Yes	No	Unclear	
			G. Evaluation of the Instructional Package:
_____	_____	_____	44. Is a collaborative venture between the leader and participant and results in objective data. These data are used to assess the reliability, validity, and achievement of the instructional package objectives.
_____	_____	_____	45. Provides evidence to indicate the participant performance in terms of the criterion level of the objectives.
_____	_____	_____	46. Reflects attitudes of the participant toward the leader's instructional effectiveness, the inservice instructional package, and the inservice instructional climate.
_____	_____	_____	47. Is humanistic since the results are used to foster continuous progress toward enriching the participant's professional development and <u>not</u> to rank or compare participants against each other.

Overall reactions to the inservice package _____

_____

_____

_____

_____